

ENGLISH

Standards of Learning Sample Scope and Sequence

Grade 3



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Grade 3 English Standards of Learning Sample Scope and Sequence

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The *English Standards of Learning Sample Scope and Sequence* and the *English Standards of Learning Teacher Resource Guide* can be found in PDF and Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>

Grade 3 English Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade 3 English Standards of Learning Sample Scope and Sequence

Introduction

The effective instruction of speaking, reading, and writing improves all students' ability to understand and produce phonemes, graphemes, syllables, morphemes, phrases, sentences, paragraphs, and various genres of text. Effective planning for English instruction requires frequent formal and informal assessments of all students. Knowing the instructional reading and writing level of every student is the key to effective planning. Effective planning balances skills instruction with purposeful and engaging daily opportunities for speaking, reading, and writing for all students, regardless of the skill level of the students.

"Well-designed, controlled comparisons of instructional approaches have supported these components and practices in reading instruction.

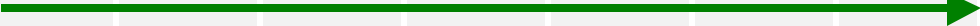


- Direct teaching of decoding, comprehension, and literature appreciation;
- Phoneme awareness instruction;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- Frequent writing of prose to enable deeper understanding of what is read (Teaching Reading Is Rocket Science, pg. 7-8)."

This third grade sample scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standard of Learning in the Teacher Resource Guide, the list of grade level accomplishments from *Preventing Difficulties In Young Children*, and the grade level expectations from *Reading and Writing Grade by Grade*. Both the grade level accomplishments from *Preventing Reading Difficulties In Young Children*, and the grade level expectations from *Reading and Writing Grade by Grade* were correlated to the English Standards of Learning. This scope and sequence is not intended to be a complete list of the English skills that need to be taught and mastered in third grade nor to prescribe how the content should be taught, but instead organizes key skills and processes around the major English concepts of oral language, decoding, word analysis, fluency, vocabulary, comprehension, and writing. These concepts are taught concurrently throughout the year and across content areas. A direct, systematic approach to teaching these concepts is necessary for all children until they become proficient speakers, readers, and writers.

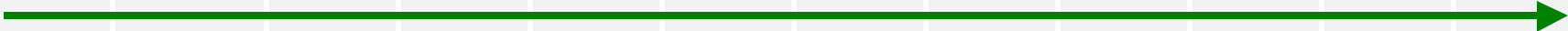

Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Oral Language												
	K.1d	K.1d	1.1a - d	1.1a - d	2.1	2.1	3.1	3.1	4.1a - d	4.1a - d	5.1	5.1
	K.2a - d, f	K.2a - d, f	1.2	1.2	2.1a, c - d	2.1a, c - d	3.1a - c	3.1a - c	4.2	4.2	5.1a - c	5.1a - c
	K.3a - e	K.3a - e	1.2a - e	1.2a - e	2.2	2.2	3.2	3.2	4.2a - c	4.2a - c	5.2a - d	5.2a - d
			1.3	1.3	2.2c	2.2c	3.2a - e	3.2a - e			5.3	5.3
			1.3a - d	1.3a - d	2.3a - c	2.3a - c					5.3a - d	5.3a - d
Phonological Awareness												
	K.1a, b, d, e	K.1a, b, d, e	1.4									
	K.4	K.4	1.4a - d									
	K.4a - d	K.4a - d K.7b, c										
Letters and Sounds												
	K.6b											
	K.7a	K.7a										
	K.9	K.9										
Concept of Print												
	K.5a - d	K.1a	1.5									
		K.5c - d	1.5a - c									
		K.6 K.6a - c										

Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Decoding and Spelling												
		K.11	1.5	1.5	2.4	2.4	3.3a	3.3a				
			1.6	1.6	2.4a - b	2.4a b						
			1.6a - d	1.6a - d	2.6a	2.6a						
			1.9c	1.9c	2.10c	2.10c						
			1.12f	1.12f								
			1.14	1.14								
			1.14b	1.14b								
Word Analysis and Spelling												
			1.6d	1.6d	2.2b, d	2.2b, d	3.3	3.3	4.3	4.3	5.4	5.4
					2.3	2.3	3.3b	3.3b	4.3a - b	4.3a - b	5.4a - b	5.4a - b
					2.4	2.4	3.4	3.4			5.5c, d	5.5c, d
					2.6	2.6	3.4c	3.4c				
					2.6a - c	2.6a - c	3.7f	3.7f				
					2.11c	2.11c	3.8d	3.8d				
Fluency												
			1.6	1.6	2.5b	2.5b	3.4c - d	3.4c - d				
			1.8	1.8	2.6d	2.6d						
			1.9	1.9	2.7c, d	2.7c, d						
			1.9c	1.9c								
			1.10	1.10								
			1.11	1.11								

Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Reading: Vocabulary Comprehension												
	K.1	K.1	1.1	1.1	2.1b	2.1b	3.4a, b	3.4a, b	4.4	4.4	5.5	5.5
	K.1a, c	K.1a, c	1.1a, c	1.1a, c	2.2	2.2	3.5a - h	3.5a - h	4.4a - d	4.4a - d	5.5a, b, d	5.5a, b, d
	K.2a - e	K.2a - e	1.2a	1.2a	2.2a - c	2.2a - c	3.6a - d	3.6a - d	4.5a - f	4.5a - f	5.6	5.6
	K.8a - e	K.5d	1.7a - c	1.7a - c	2.5	2.5	3.10a - c	3.10	4.6	4.6	5.6a - e	5.6a - e
	K.13	K.8a - e	1.8	1.8	2.5a - c	2.5a - c		3.10a - c	4.6a - c	4.6a - c	5.8	5.8
		K.13	1.8a - b	1.8a - b	2.6e	2.6e			4.9a - d	4.9a - d	5.8a - e	5.8a - e
			1.9a - b	1.9a - b	2.7a, b	2.7a, b						
			1.11	1.11	2.8	2.8						
			1.11a - g	1.11a - g	2.8a - g	2.8a - g						
			1.12	1.12	2.11	2.11						
			1.14	1.14	2.11a - c	2.11a - c						
Writing: Usage and Mechanics Composition												
	K.10	K.10	1.12	1.12	2.9	2.9	3.7	3.7	4.7	4.7	5.7	5.7
	K.11	K.11	1.12a - h	1.12a - h	2.9a - d	2.9a - d	3.7a - f	3.7a - f	4.7a - g	4.7a - g	5.7a - f	5.7a - f
			1.13	1.13	2.10	2.10	3.8	3.8	4.8	4.8		
			1.13a - b	1.13a - b	2.10a - c	2.10a - c	3.8a - b, e	3.8a - c, e	4.8a - d	4.8a - d		
					2.11d	2.11d	3.9	3.9				

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Oral Language

In third grade, students engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They use oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must know the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to and constructively agreeing and disagreeing with others. Students also learn how to present information succinctly and confidently in oral presentations.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language: Discussion	Students are expected to: <ul style="list-style-type: none"> Engage in taking turns in conversations by <ul style="list-style-type: none"> ◇ listening attentively 	3.1a	<ul style="list-style-type: none"> Classroom observations Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> ◇ eliciting information or opinions from others ◇ supporting opinions with appropriate ideas, examples, and details ◇ indicating disagreement in a constructive manner 	3.1		
	<ul style="list-style-type: none"> Take initiative in moving a group discussion forward by <ul style="list-style-type: none"> ◇ contributing information that is on topic 	3.1c		
	<ul style="list-style-type: none"> ◇ answering questions ◇ asking clarifying questions of the speaker 	3.1b		
	<ul style="list-style-type: none"> ◇ making certain all group members have an opportunity to contribute ◇ paraphrasing the conclusions reached in the discussion. 	3.1a		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language: Presentations	Students are expected to: <ul style="list-style-type: none"> Stay on topic during presentation answer questions from the audience 	3.2	<ul style="list-style-type: none"> Classroom observations Student demonstrations Oral presentations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/english_resource.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> deliver oral presentations in an engaging manner that maintains audience interest by <ul style="list-style-type: none"> ◇ presenting information with expression and confidence ◇ varying tone, pitch, and volume to convey meaning 	3.2a-c		
	<ul style="list-style-type: none"> use selected vocabulary appropriate for the audience and the topic, including <ul style="list-style-type: none"> ◇ elaborating the topic with selected details ◇ balancing the technical language of the topic with the background of the audience 	3.2d & e		
	<ul style="list-style-type: none"> evaluate own presentation, using class-designed criteria. 	3.2		

Grade 3 English Standards of Learning Sample Scope and Sequence

Decoding, Word Analysis, and Spelling

In third grade, students' decoding of the print-sound code should become automatic across the whole span of language. Throughout third grade, they should continue to learn about words - roots, inflections, suffixes, prefixes, homophones, and word families - as part of vocabulary growth. Each book they read presents new words that they should be able to figure out using knowledge of word structures (RWG pg. 190). Mastery and application of these skills allow students to improve their fluency, vocabulary, spelling, and comprehension.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Decoding, Word Analysis, and Spelling	Students are expected to: <ul style="list-style-type: none"> apply knowledge of less common CVVC and CV vowel patterns such as <i>ea</i> in <i>break</i> and <i>ie</i> in <i>pie</i> (The specific less common vowel patterns taught should be those vowel patterns not taught in second grade in your division.) 	3.3a	<ul style="list-style-type: none"> PALS 1-3 Classroom observations Student demonstrations Running records Writing samples Quizzes Tests 	<ul style="list-style-type: none"> PALS 1-3 Manual English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/engresource.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> use knowledge of homophones such as <i>be/bee</i>, <i>hear/here</i>, <i>sea/see</i> (The specific homophones taught should be those most frequently found in the printed materials used in your division in third grade.) use context clues to verify meaning and to determine appropriate homophone usage 	3.3b		
	<ul style="list-style-type: none"> apply knowledge of the change in tense (<i>ed</i>), number (<i>s</i>), and degree (<i>er</i> and <i>est</i>) signified by inflected endings apply knowledge of roots and affixes such as <i>dis-</i>, <i>ex-</i>, <i>non-</i>, <i>pre-</i>, <i>-ly</i>, <i>-ness</i> (The specific roots and affixes taught should be those most frequently found in the printed materials used in your division in third grade.) 	3.3 & 3.4		
	<ul style="list-style-type: none"> use letter-sound correspondence knowledge and structural analysis to decode words (PRD). 	3.3 & 3.4c		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Decoding, Word Analysis, and Spelling (continued)	Students are expected to: <ul style="list-style-type: none"> • decode words in order to read fluently and spell correctly 	3.4c, 3.3a		
	<ul style="list-style-type: none"> • spell correctly, previously studied, words and spelling patterns in writing. 	3.7f, 3.8d		

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Fluency In third grade, students continue to work on developing oral reading fluency. Fluent readers can read text with speed, accuracy, and expression (National Research Panel, 2000). Fluency develops from reading practice, and classrooms should be designed to provide students with opportunities to read and reread materials at their instructional and independent levels. By the end of third grade, students should be able to read with 90 percent accuracy or better, books on their independent reading level.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Fluency Listening to students read aloud from graded passages provides direct information for estimating reading levels, diagnosing strengths and weaknesses, and evaluating progress (PALS 1-3 pg. 69).	Students are expected to: <ul style="list-style-type: none"> • use surface features of text to make meaning from text by <ul style="list-style-type: none"> ◇ applying phonetic strategies ◇ using punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession ◇ applying knowledge of simple and compound sentence structure ◇ reading sentences as meaningful segments that reflect how language is phrased and meaning conveyed ◇ knowing when meaning breaks down and then rereading to self-correct 	3.4c & d	<ul style="list-style-type: none"> • PALS 1-3 • Classroom observations • Student demonstrations • Running records 	<ul style="list-style-type: none"> • PALS 1-3 Manual pgs. 78-79 • English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html • EIRI Web site http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html
	<ul style="list-style-type: none"> • apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ◇ using conventions of dialogue, such as <ul style="list-style-type: none"> – quotation marks to indicate someone is saying something. 	3.4c		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Fluency (continued)	<p>Students are expected to:</p> <ul style="list-style-type: none"> • apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ◊ using conventions of dialogue, such as <ul style="list-style-type: none"> – indentation to show that the speaker has changed – signal words like <i>he said</i> and <i>she said</i> ◊ using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of <ul style="list-style-type: none"> – a pronoun for a noun – a general location word, such as <i>here</i> or <i>there</i>, for a specific location – a synonym for an earlier word, such as <i>dog</i> for <i>animal</i> ◊ using signal words of <ul style="list-style-type: none"> – time-sequence, such as <i>first</i>, <i>second</i>, <i>next</i>, <i>later</i>, <i>after</i>, and <i>finally</i> – compare-contrast, such as <i>like</i>, <i>unlike</i>, <i>different</i>, and <i>same</i> – cause-effect, such as <i>because</i> and <i>if . . then</i>. 	3.4c		<ul style="list-style-type: none"> • Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Fluency (continued)	<p>Students are expected to:</p> <ul style="list-style-type: none"> • apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ◊ using context clues to understand unfamiliar words such as <ul style="list-style-type: none"> – a restaurant – a renaming or synonym – an example – a direct description or definition included in the sentence or paragraph. 	3.4c		

Grade 3 English Standards of Learning Sample Scope and Sequence

Reading: Vocabulary and Comprehension

In third grade, most students are readers. When they read independently, they can understand and enjoy books that are considerably longer and more complex in plot, vocabulary, syntax, and structure than the books they read in second grade. While guided reading is the focus of instruction, silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. Reading programs focus on vocabulary development for both narrative and informational/functional text and the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Narrative Text Vocabulary and comprehension skills should be systematically and directly taught to students.	Students are expected to: <ul style="list-style-type: none"> read for a specific purpose by <ul style="list-style-type: none"> ◇ locating specific information in a reading selection ◇ identifying details that support a stated main idea ◇ expressing a stated main idea in their own words 	3.5a	<ul style="list-style-type: none"> PALS 1-3 Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html
	<ul style="list-style-type: none"> ask and answer questions before, during, and after reading to help gain meaning by <ul style="list-style-type: none"> ◇ asking questions to clarify meaning ◇ asking questions to predict what will happen next ◇ understanding that sometimes two or more pieces of information need to be put together to answer a question ◇ understanding that some questions are answered directly in the text ◇ understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge. 	3.5d	<ul style="list-style-type: none"> Running records Quizzes Tests 	<ul style="list-style-type: none"> PALS Web site http://curry.edschool.virginia.edu/currycenters/pals/home.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Narrative Text (continued)	Students are expected to: <ul style="list-style-type: none"> • apply understanding of text structure to guide reading by <ul style="list-style-type: none"> ◇ making logical predictions based on knowledge of narrative text ◇ making logical predictions based on knowledge of literary forms, such as folk tale, biography, and autobiography ◇ identifying the relationship of events in a circular (home-away-home) story and a linear (problem, events, resolution) story 	3.4a		
	<ul style="list-style-type: none"> • use specific details to make, justify, and modify predictions <ul style="list-style-type: none"> ◇ identifying details from their own experience and knowledge that supports their predictions ◇ identifying information from the text that supports or contradicts a prediction ◇ revising predictions based on new understandings 	3.5c		
	<ul style="list-style-type: none"> • apply knowledge of setting by <ul style="list-style-type: none"> ◇ identifying the time and place of a story, using supporting details from the text ◇ identifying the details that make two settings similar or different. 	3.5e		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Narrative Text (continued)	Students are expected to: <ul style="list-style-type: none"> • apply knowledge of characterization by <ul style="list-style-type: none"> ◇ identifying a character’s attributes (traits) ◇ using evidence from the text to support generalizations about the character ◇ identifying how the attributes of one character are similar to or different from those of another character 	3.5e		
	<ul style="list-style-type: none"> • make generalizations about a character based on that character’s response to a problem, the character’s goal, and what the character says to other characters 	3.6c		
	<ul style="list-style-type: none"> • apply knowledge to recognize when a selection is an example of a folk tale • recognize similarities of characters and plots among folk tales from different countries 	3.6a		
	<ul style="list-style-type: none"> • know the shared and distinguishing characteristics of autobiography and biography 	3.6b		
	<ul style="list-style-type: none"> • compare two characters within a selection or between/among two or more selections. 	3.6, 3.6d		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Narrative Text (continued)	Students are expected to: <ul style="list-style-type: none"> make a variety of connections with the text, such as <ul style="list-style-type: none"> connections between their own personal experiences and what is happening in the text connections between the text they are reading and other texts they have read – for example, identifying a similar plot or character 	3.5b		
	<ul style="list-style-type: none"> write responses that go beyond literal restatements in order to make connections to their own lives and to other texts. 	3.5h		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Informational/Functional Text	Students are expected to: <ul style="list-style-type: none"> use text formats such as the following to set a purpose for reading <ul style="list-style-type: none"> ◇ content text features, such as headings and chapter layout by topic ◇ functional formats, such as advertisements, flyers, and directions ◇ specialized type, such as bold face and italics ◇ visually and graphically represented information, such as charts, graphic organizers, pictures, and photographs 	3.4b	<ul style="list-style-type: none"> PALS 1-3 Classroom observations Student interviews Student demonstrations Running records Quizzes Tests 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> read for a specific purpose by <ul style="list-style-type: none"> ◇ locating specific information in a reading selection ◇ identifying details that support a stated main idea ◇ expressing a stated main idea in their own words 	3.5a		
	<ul style="list-style-type: none"> make decisions about which resource is best for locating a given type of information 	3.10		
	<ul style="list-style-type: none"> ask and answer questions before, during, and after reading to help gain meaning by <ul style="list-style-type: none"> ◇ asking questions to clarify meaning ◇ asking questions to predict what will happen next ◇ understanding that sometimes two or more pieces of information need to be put together to answer a question. 	3.5d		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Informational/ Functional Text (continued)	Students are expected to: <ul style="list-style-type: none"> ask and answer questions before, during, and after reading to help gain meaning by <ul style="list-style-type: none"> ◇ understanding that some questions are answered directly in the text ◇ understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge 	3.5d		
	<ul style="list-style-type: none"> apply understanding of text structure to guide reading by <ul style="list-style-type: none"> ◇ making logical predictions based on knowledge of text form types, such as informational, graphic, and functional ◇ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions 	3.4a		
	<ul style="list-style-type: none"> state in their own words the main idea of a nonfiction selection 	3.5		
	<ul style="list-style-type: none"> identify details that support the main idea of a nonfiction selection. 	3.5f		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Informational/ Functional Text (continued)	Students are expected to: <ul style="list-style-type: none"> make a variety of connections with the text, such as <ul style="list-style-type: none"> connections between their own personal experiences and what is happening in the text connections between the text they are reading and other texts they have read – for example, identifying a similar plot or character connections between what they already know about the topic and what they find in the reading that is new to them 	3.5b & g		
	<ul style="list-style-type: none"> organize, using graphic organizers such as a Venn diagram or timeline, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting 	3.5f		
	<ul style="list-style-type: none"> locate selected information in dictionaries, encyclopedias, atlases, and other print and nonprint resources 	3.10a		
	<ul style="list-style-type: none"> use videos, cassette recordings, and interviews to collect information on a research topic retrieve information from electronic sources 	3.10b		
	<ul style="list-style-type: none"> use a printer to create hard copies of information retrieved from electronic sources use the Internet to find information on a given topic. 	3.10c		

Grade 3 English Standards of Learning Sample Scope and Sequence

Writing In third grade students write daily. When they write letters, stories, and simple explanations, the instructional emphasis is on paragraph development. Their sentences become more complex, and they learn to select details to elaborate at both the sentence and paragraph level. They continue learning the features of the domains of writing and how to self-assess and edit their own writing. They use their written communication skills across all content areas.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Composition	Students are expected to: <ul style="list-style-type: none"> • generate ideas and plan writing by <ul style="list-style-type: none"> ◊ using ideas from class brainstorming activities ◊ making lists of information ◊ talking to classmates about what to write ◊ reading texts by peer and professional authors ◊ using a cluster diagram, story map, or other graphic organizer ◊ selecting an appropriate writing form to use <ul style="list-style-type: none"> – nonfiction, such as directions and simple report – expressive, such as narrative, reflection, and letter – creative, such as fiction and poetry 	3.8a, 3.7a-c	<ul style="list-style-type: none"> • Classroom observation • Student demonstrations • Writing samples 	<ul style="list-style-type: none"> • English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html • NCS Mentor for Virginia CD • The Virginia SOL Writing Test: A Teacher's Resource Notebook http://www.pen.k12.va.us/VDOE/Instruction/English/Writing
	<ul style="list-style-type: none"> • follow the organization of particular forms of writing for writing <ul style="list-style-type: none"> ◊ stories: beginning, middle, and end. 	3.8b		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Composition (continued)	Students are expected to: <ul style="list-style-type: none"> follow the organization of particular forms of writing for writing <ul style="list-style-type: none"> letters: date, greeting, body, and closing explanations: opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing short reports: opening; grouping like information in clear paragraphs; ordering of paragraphs so there is a logical flow of information; and closing 	3.8b		
	<ul style="list-style-type: none"> use examples from own reading as models to imitate in their writing apply knowledge of the writing domains of composing, written expression, and usage/mechanics (Note: See an explanation of the domains in the Teacher Resource Guide pg. ES 67.) 	3.7		
	<ul style="list-style-type: none"> describe events, ideas, and personal stories with accurate details and sequence 	3.7d		
	<ul style="list-style-type: none"> create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence 	3.7d & 3.8c		
	<ul style="list-style-type: none"> select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event 	3.7d		
	<ul style="list-style-type: none"> select information that the audience will find interesting or entertaining. 	3.7		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing Composition (continued)	Students are expected to: <ul style="list-style-type: none"> read own writing orally to check for sentence rhythm (sentence variety) 	3.7f		
	<ul style="list-style-type: none"> revise to eliminate details that do not develop the central idea 	3.7e		
	<ul style="list-style-type: none"> use a rubric to self-assess writing. 	3.7		
Writing: Usage Mechanics	Students are expected to: <ul style="list-style-type: none"> learn to write in cursive write neatly in cursive 	3.9	<ul style="list-style-type: none"> Classroom observation Student demonstrations Writing samples 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html NCS Mentor for Virginia CD The Virginia SOL Writing Test: A Teacher's Resource Notebook http://www.pen.k12.va.us/VDOE/Instruction/English/Writing
	<ul style="list-style-type: none"> apply the information from the sentence formation, usage, and mechanics third-grade skills list (Note: See an explanation of the skills list in the Teacher Resource Guide pg. ES-69.) recognize and use complete sentences use past and present tenses of verbs correctly use the word I in compound subjects (e.g., Judy and I went to the store.) use singular and plural pronouns correctly 	3.8		
	<ul style="list-style-type: none"> incorporate transitional (signal) words that clarify sequence, such as <i>first</i>, <i>next</i>, and <i>last</i>. 	3.7e		

Grade 3 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Usage Mechanics (continued)	Students are expected to: <ul style="list-style-type: none"> • use periods, question marks, and exclamation points at the end of sentences • use apostrophes in <ul style="list-style-type: none"> ◊ contractions with pronouns (e.g., I'd, we've) ◊ singular possessives (e.g., The boy's hair is red.) • use correct punctuation of letter parts • capitalize the first word of sentences • capitalize proper nouns • spell frequently used and common words correctly 	3.8		
	<ul style="list-style-type: none"> • use available technology to write, edit, and publish. 	3.8e		

Grade 3 English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
3.1	X							
3.1a	X							
3.1b	X							
3.1c	X							
3.2	X							
3.2a	X							
3.2b	X							
3.2c	X							
3.2d	X							
3.2e	X							
3.3				X	X			
3.3a				X				
3.3b					X			
3.4					X	X	X	
3.4a							X	
3.4b							X	
3.4c					X	X		
3.4d						X		
3.5							X	
3.5a							X	
3.5b							X	
3.5c							X	
3.5d							X	
3.5e							X	
3.5f							X	
3.5g							X	

Grade 3 English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
3.5h							X	
3.6							X	
3.6a							X	
3.6b							X	
3.6c							X	
3.6d							X	
3.7					X			X
3.7a								X
3.7b								X
3.7c								X
3.7d								X
3.7e								X
3.7f					X			X
3.8					X			X
3.8a								X
3.8b								X
3.8c								X
3.8d					X			
3.8e								X
3.9								X
3.10							X	
3.10a							X	
3.10b							X	
3.10c							X	

Grade 3 English Standards of Learning Sample Scope and Sequence

Publications:

National Academy of Sciences (National Research Council). *Preventing Reading Difficulties in Young Children*, edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin. Washington, D.C.: National Academy Press, 1998.

A definitive work that synthesizes research on reading for preschool through grade 3.

National Center on Education and the Economy and the University of Pittsburgh. *Reading and Writing Grade by Grade*, by the Primary Literacy Committee. Washington, D.C.: 1999.

U.S. Department of Health and Human Services Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, by the National Reading Panel. Washington, D.C.: April 2000.

A comprehensive, evidenced-based review of research on how children learn to read.

University of Virginia. *PALS 1-3*, by Marcia Invernizzi and Joanne Meier. Charlottesville, VA: 2000.